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by virtue of his existence. But no doubt the right to the whole produce of labor (so long as we take care not to make clear what this means, and it is hard to see that it can mean anything) is for purposes of political agitation as good a specimen of natural right as we can conveniently find. The aspirations of different sections of mankind are often so conveniently indicated by their views on "rights" that a historical discussion of these rights may become a most useful piece of history. Dr. Menger's own description of his book is that he follows out the fundamental ideas of socialism from the point of view of a jurist. The chief fault of the book—if it be one—is that the material is too compressed; but this compression does not make the book dull to read. The English edition contains a most useful bibliography as well as a most excellent introduction by Professor Foxwell. Probably few Englishmen are aware how great was Marx's debt to the early English Socialists. It is curious that it should have been left to an Austrian to point out this fact. Probably the reason why Englishmen were so ill informed as to the writings of English Socialists is to be found in the scarceness of their works. We may hope that the result of an English translation of Dr. Menger's work and Professor Foxwell's bibliography will be that for the future students will become better acquainted with English Socialist literature.

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KANT ON EDUCATION (*Ueber Pädagogik*). Translated into English by Annette Churton. London: Kegan Paul & Co., 1899. Pp. xix., 121.

Kant's notes on education were certainly worth translating, and Miss Churton has executed the task well. Her translation is clear and readable, and it is preceded by a bright and interesting Introduction by Mrs. Rhys Davids, in which the place of Kant in the educational movements of his time is discussed, with special reference to Rousseau's influence upon him.

The book itself, as is well known, was not written by Kant, but was compiled under his authority by his pupil Rink, from the notes of his lectures on pedagogics. We have in it no methodical working out of a complete system of educational doctrine, but rather a series of suggestive chapters of a thoroughly prac-

tical character. The influence of Rousseau is plain, but it is everywhere modified by Kant's unemotional common sense and calm rationality. On one fundamental point there appears a contradiction which is not resolved. On p. 15, we read, "The rudiments of evil are not to be found in the natural disposition of man," which is a simple echo of Rosseau. But on p. 100 Kant says, "One may say, however, that [man] has a natural inclination to every vice," and this seems more in agreement with his general treatment of the subject of moral training. What he says on this is certainly based on his ethics, but nowhere does his ethical theory appear on the surface. Throughout he is strictly practical. But to most of us his conception of the good character which the educator has to aim at forming will appear both too formal and too purely intellectual. "Character consists in the firm purpose to accomplish something, and then also in the actual accomplishing of it," is surely lacking in content, even though we are told that if the purpose is wrong "we do not call it 'character' any longer, but obstinacy." As might be expected, too, Kant minimizes the emotional factor in life, and consequently in education. Thus we read, "Moral culture must be based upon 'maxims,' not upon discipline," and throughout the influence of indirect moral training through example seems to us inadequately conceived. On the other hand, Kant's outlook over the whole subject is emphatically sane and wise, and is one which we need to keep continually in mind. "Children ought to be educated, not for the present, but for a possibly improved condition of man in the future." We may not think all Kant's practical suggestions worthy of adoption, but it is impossible to read his book without finding help and suggestion. We are grateful to Miss Churton for giving us the work in an English dress, and we hope that a call for a new edition may very soon give her the opportunity of supplying an index, a help to the student which has unfortunately been omitted.

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